

**THE EFFECTIVENESS OF USING JAZZ CHANT IN  
STUDENTS' SIMPLE PRESENT TENSE MASTERY AT THE  
SECOND SEMESTER OF THE SEVENTH GRADE OF  
SMP ISLAM PLUS AT-THOLIBIN BANDAR SURABAYA  
IN THE ACADEMIC YEAR OF 2020/2021**



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LAMPUNG  
2021**

## **ABSTRACT**

### **THE EFFECTIVENESS OF USING JAZZ CHANT IN STUDENTS' SIMPLE PRESENT TENSE MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMP ISLAM PLUS AT-THOLIBIN BANDAR SURABAYA IN THE ACADEMIC YEAR OF 2020/2021**

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In teaching and learning process in the class, there were many students got problem in understanding of simple present tense. The common problem was they were not interested in learning, because the teacher did not use an interesting media in teaching. Therefore, the objective of this research was to find out whether there was effectiveness of using jazz chant in students' simple present tense mastery at second semester of the seventh grade of SMP Islam Plus At-Tholibin Bandar Surabaya in the academic year of 2020/2021.

Quasi experimental design was used in this research which the researcher focused on two classes, there were experimental class and control class. In the experimental class, the researcher used jazz chant in teaching simple present tense, while textbook was used by the researcher in the control class. The samples of this research were VII C and VII A consisted of 52 students. There were 27 students in experimental class and 25 students in control class. Each class received the same pre-test and post-test and the instrument of those tests were multiple choice question. After giving the tests, the researcher analyzed the data by using SPSS to compute t-test.

From the data analysis, the result showed that  $Sig$  was 0.027 which meant that  $Sig < \alpha = 0.05$ . Therefore,  $H_a$  was accepted and  $H_0$  was rejected. In short, from this research it was known that there was effectiveness of using jazz chant in students' simple present tense mastery at second semester of the seventh grade of SMP Islam Plus At-Tholibin Bandar Surabaya in the academic year of 2020/2021.

*Keywords: Jazz Chant, Students' Simple Present Tense, Quasi Experimental design*



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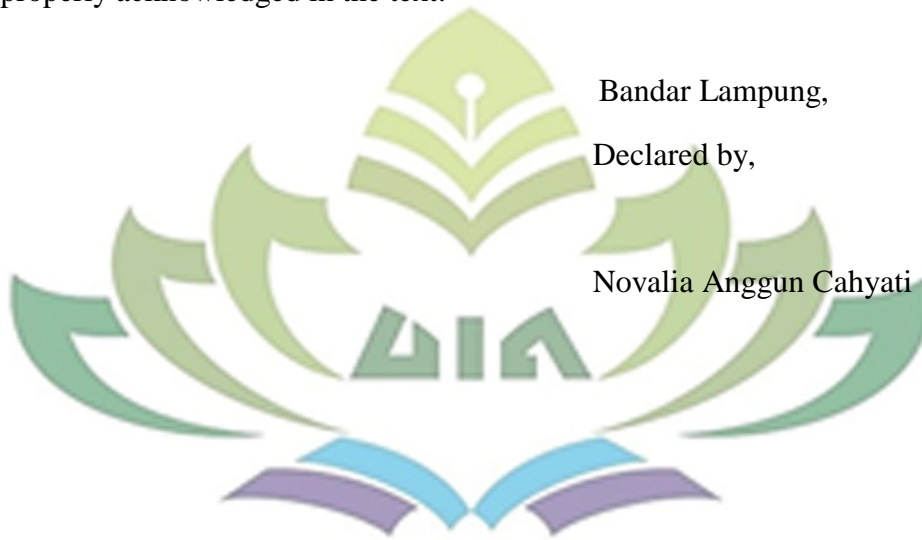
## DECLARATION

I hereby stated that this thesis entitled: the effectiveness of using jazz chant in students' simple present tense mastery at the second semester of the seventh grade of SMP Islam Plus At-Tholibin Bandar Surabaya in the academic year of 2020/2021 was completely my own work. I was fully aware that I have quoted some statements, references, and ideas from various sources and those were properly acknowledged in the text.

Bandar Lampung, 2021

Declared by,

Novalia Anggun Cahyati



## MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ (آل عمران: ٩٣١)

“Slacken not, nor grieve; and you shall certainly have the upper hand, if you are believers.” {al-imran: 139}<sup>1</sup>



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<sup>1</sup>Hadrat Mizar Masroor, *The Holy Qur'an: Arabic Text and English Translation*, Tilford: Islam International Publications Limited, 2004, p. 71.

## DEDICATION

From the deep of my heart, this thesis was dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents, Mr. Muyono and Mrs. Sri Setianingsih who always support me every single day and keep on praying for my life. Thank you so much and I love you forever.
3. My beloved Sister and her husband (Lia Indah Listiawati and Yoga Pria Pranatha), my younger brother Yoga Firmansyah, my big brother Joni Nur Ahmad Tacholi and my nephew Muhammad Vino who always give spirit and suggestion for my success.
4. My beloved friends, Novia Lestari, NosaLita, and Atika Sari who always be there for me. Thanks for all of your motivation and I love you so much.
5. My beloved friends of English Education class H as my partners seen 2016.
6. My beloved lectures and almamater of UIN Raden Intan Lampung who made me grow up and have contributed much to increase myself in everything.



## **CURRICULUM VITAE**

The name of the researcher is Novalia Anggun Cahyati. She is called Anggun. She was born on November 23<sup>rd</sup>, 1997 in Seputih Banyak, Lampung Tengah. She was the third child of Muyono and Sri Setianingsih. She has two brothers and one sister. Her big brother's name is Joni Nur Ahmad Tacholi, the second brother's name is Yoga Firmansyah and her sister's name is Lia Indah Listiawati. She also has brother-in-law, his name Yoga Pria Pranatha and her beloved nephew Muhammad Vino.

The researcher began her study at SDN 1 Rajawali Bandar Surabaya and finished in 2010. Then, the researcher entered Junior High School at SMPN 1 Seputih Surabaya and finished in 2013. After that she continued her school at Senior High School at SMAN 1 Seputih Surabaya and finished in 2016. She continued her study at State Islamic of University Raden Intan Lampung as student of English Department of Tarbiyah and Teacher Training Faculty.



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Firstly, praise is due to Allah SWT the most merciful and the most beneficent for His blessing and mercy who given to the researcher to finish this graduating paper successfully. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the brightness.

This thesis entitled “The Effectiveness of Using Jazz Chant in Students’ Simple Present Tense Mastery at the Second Semester of the Seventh Grade of SMP Islam Plus At-Tholibin Bandar Surabaya in the Academic Year of 2020/2021” which is written as a part of the requirement for S-1 Degree of English study program at Tarbiyah and Teacher Training Faculty of State Islamic of University Raden Intan Lampung.

The researcher has obtained so many helps, assistances, aids, or supports and many valuable things from various sides. Then, the researcher would sincerely thank to the following people for their ideas, times, and guidance for this thesis:

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3. Rohmatillah, M. Pd as the first advisor who always patiently guided and spent countless days in correcting this thesis for its improvement.

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7. Fitri Yuniati, S. Pd and all of the English teachers at SMP Islam Plus At-Tholibin who have given the guidance and spirit in conducting this research.
8. All friends of the English Department of UIN Raden Intan Lampung, especially beloved friends in A until H class since 2016. Then, all of my friends who always given motivation and suggestion in writing this research.

Finally, the researcher was fully aware that there was still a lot of weaknesses in this thesis. For this, the researcher sincerely welcomes comments and criticism for the betterment of this thesis.

Bandar Lampung,                      2021  
The Researcher,

Novalia Anggun Cahyati  
1611040432

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Grammar is one of component of language that has important part in education, because grammar help students to know how the language is used, so learning grammar is a must when students are expected to acquire and understand the language. Knapp required a grammar to describe the way that speech is used in everyday contexts, requiring them to focus on categories that help describe elements such as function, use and purpose, rather than the formal parts of speech.<sup>2</sup> Grammar is also the formal study of the structure of a language and describes how words fit together in meaningful constructions.<sup>3</sup> It can be assumed that by learning grammar, we know how to make a good sentence in the right meaning and we are be easy to understand what people say or write, because if we do not know well about grammar, we find the difficulties in delivering our purpose. Grammar is also its basic structure, without all of them we can not learn a language well. In fact, people have long realized the important role grammar plays in language learning.

For English learners, especially in Indonesia, learning grammar is difficult to do, because the grammatical rules of Indonesian and English are different. The sentence will be difficult to understand if they translate the

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<sup>2</sup>Peter Knapp, Megan Watkins, *Genre, Text, Grammar*, (Sydney NSW: University of New South Wales Press, 2005), p. 39.

<sup>3</sup>James D. Williams, *The Teacher's Grammar Book* (2nd Ed) (London: Lawrence Erlbaum Associates, 2005), p. 2.



Indonesian words to English directly, because the sentence will not in a good form. Therefore, the students have to know about grammar in order to make them more understand in English language. In addition, the teachers also have to make them more interest in learning English, especially in grammar because we know that for many years the students have learned English through the traditional methods, without interacting each other. Teachers only focus on grammar rules and repetition drills without giving the students opportunities to learn English in a natural way. For this reason students do not like English and they see this subject as something difficult.<sup>4</sup>

From those explanation, teacher needed media in learning process. Media is a tool or intermediary that is useful for facilitating the learning process in order to facilitate communication between teachers and students. This is very necessary to make it easier for students to receive and understand the lesson. In this process, teacher needs to be able to harmonize learning media and learning methods. Learning media can be said to be effective when the media is able to attract students' interest and to improve students' abilities.

Learning grammar is difficult for some students. Most of them found some problems in learning process and they were not interest to learn, because they were lack in vocabulary and motivation in learning. Then, the teacher did not use an interesting media or method in learning process, so

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<sup>4</sup>Peralta Maribel, *The Use of Jazz Chants for Children in The Teaching Learning Process of English*, Mgt. Katherine Henley De Youman, 2010, p. 9.

the students were bored in learning. It found at SMP Islam Plus At-Tholibin Bandar Surabaya.

Based on preliminary research at the seventh grade of SMP Islam Plus At-Tholibin Bandar Surabaya on September 21<sup>st</sup>, 2020, the students had problem in grammar mastery, especially in simple present tense. Mrs. Fitri Yuniati, S.Pd. as the teacher said that their simple present tense was still low, most of the students did not understand the meaning, they were lack in vocabulary and they found the difficulties of using am, is, are and verb by adding s/es in the sentence. For the others reason, there were no technique or media that the teacher used to teach grammar in a fun and easy way, the situation in the class was not conducive and also the students were not active in the class. Therefore, they did not have spirit in learning.<sup>5</sup> The researcher also asked the score of students in grammar mastery at the seventh grade of SMP Islam Plus At-Tholibin Bandar Surabaya. It can be seen in table 1 below. The score was still under criteria to evaluate and assess the students' tensescore used in that school is 70.

Then, through the questionnaire of 74 students, it was revealed that the teacher did not use an interesting media or method in learning process. From the questionnaire, most of the students felt difficult in learning grammar including in simple present tense mastery, they did not like the teacher's media in teaching simple present tense. So, it made the condition

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<sup>5</sup>Fitri Yuniati, *An Interview with the Teacher of SMP Islam Plus At Tholibin Bandar Surabaya, on September 21<sup>st</sup> 2020*, unpublished.

of classroom was not conducive. Therefore, the learning process was also bored, because they were lazy to learn.<sup>6</sup>

**Table 1.1**  
**Score of Students' Grammar at the Seventh Grade of SMP Islam Plus At-Tholibin Bandar Surabaya**

No	Class	Students' Score		Number of Students
		≥70	<70	
1	VII A	11	14	25
2	VII B	9	13	22
3	VII C	14	13	27
<b>Total</b>		<b>34</b>	<b>40</b>	<b>74</b>
<b>Persentase</b>		<b>46%</b>	<b>54%</b>	<b>100%</b>

*Source: The Data from English Teacher of SMP Islam Plus At-Tholibin Bandar Surabaya*

Based on table 1, it can be known that the total number of students at the seventh grade was 74 students and it divided into three classes. Then, the students' grammar mastery, especially in simple present tense were still low. It is only 46% of the students who can achieve and it is 54% of them who can not achieve yet based on the Criteria of Minimum Mastery (KKM) used in that school is 70. The data showed that some of students still had difficulties in learning grammar, especially in simple present tense.

Based on those explanation, there were reasons of the problem why were the students still low in learning grammar. It happened because the teacher did not use an interesting way in learning process, therefore it made the students were lazy, so the condition in the class was not

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<sup>6</sup>The Students' Questionnaire of SMP Islam Plus At Tholibin Bandar Surabaya, on September 21<sup>st</sup> 2020, unpublished.



conducive and also the students face difficulties to used am, is, are and also suffix –s or –es in the sentence. Then, the students also did not understand how to arrange positive, negative, and interrogative sentence of simple present tense in good form. Therefore, in this research, jazz chant was the alternative media in students' simple present tense mastery.

Graham claimed, jazz chant is a rhythmic expression of natural language which links the rhythms of spoken American English to the rhythms of traditional American jazz. The rhythms, stress, and intonation pattern of the chant should be an exact replica of what the student would hear from an educated native speaker in natural conversation. She discovered jazz chants only by accident while playing the piano in one bar. Her friend came to her said several words in which she could feel exactly the music beat she was playing. That way she found the connection between traditional American jazz and spoken American English. She also defined that the music for chants is often taken from some traditional English songs so the children can concentrate on the words and rhythm more because they already know the melody from the original songs, for instance melodies from Twinkle-twinkle Little Star or Are You Sleeping.<sup>7</sup>

Loutfi defined that jazz chants considerably improve students' vocabulary, grammar, listening and speaking skills. This is probably the most important point. They practice stress and rhythm, are highly

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<sup>7</sup>Jin Zhang, *Jazz Chants In English Language Teaching*, Academy Publisher Manufactured In Finland, Vol. 1, No. 5, May 2011. p. 564.

motivating and encourage role playing and pair activities. They strengthen language structures and the ability to speak every day spoken English. Chants are simple, provide the language children really use and are repetitive, which, mainly in case of very young learners, is quite necessary. They are suitable for all ages, teachers must only choose the right accompanying activities. They help students to remember difficult words or phrases. And last but not least, children are themselves while singing, clapping or shouting.<sup>8</sup> It means, this media is expected to make students interest in learning English.

Based on research finding, jazz chant can improve the students' vocabulary and speaking skill. It has been revealed by previous research conducted by Lumintu under the title "The Use of Jazz Chant to Improve Young Learners' Mastery of Body Parts Vocabulary at Fifth Grade of SDN Sekaran 2 Gunung Pati Semarang in the Academic Year of 2014/2015". Based on the result, it can be concluded that jazz chants can be used as one of media in teaching English body parts vocabulary for young learners. He suggested to applying jazz chants in English teaching learning, especially in teaching vocabulary.<sup>9</sup>

In proportion to another previous research, there was thesis from Praksono under the title "Designing a Set of English Speaking Materials

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<sup>8</sup>*Ibid*, p. 564.

<sup>9</sup>Muhammad Jona Lumintu, *The Use of Jazz Chant to Improve Young Learners' Mastery of Body Parts Vocabulary at Fifth Grade Of SDN Sekaran 2 Gunung Pati Semarang in the Academic Year of 2014/2015*, Semarang State University, 2015. Accessed on January 21<sup>st</sup>, 2020.

Using Jazz Chant for the English Club of SMP Pangudi Luhur 1 Yogyakarta”. Based on that research, he used jazz chant in designing the materials as a trigger for the students to speak English more in a form chanting.<sup>10</sup>

The last another previous research conducted by Dintep under the title “Efficiency of Using Jazz Chant in Developing English Speaking Skills of Primary Grade 6 Students”. Her research showed that the students had positive attitudes towards learning English speaking skill through jazz chants is at the strongly agree level. The result of her research also showed that jazz chants was effective in developing English speaking skill and readily adaptable to actual ESL classrooms.<sup>11</sup>

From those previous researches, it can be concluded that jazz chants is a good way to teach English and the learning process in the classroom became effective. It also can use to teach vocabulary and increase the students’ speaking ability. There were differences between those previous research and present research. The first research, he used jazz chant to teach vocabulary. The second and third research, they used jazz chant to increase the students’ speaking ability. While, for the present research, jazz chant was used to know its effective in student’ simple present tense mastery.

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<sup>10</sup>Carolus Suksmo Praksono, *Designing a Set of English Speaking Materials Using Jazz Chant for the English Club of SMP Pangudi Luhur 1 Yogyakarta*, Sanata Dharma University Yogyakarta, 2017. Accessed on January 21<sup>st</sup>, 2020.

<sup>11</sup>Kotiyoh Dintep, *Efficiency of Using Jazz Chant in Developing English Speaking Skills Primary Grade 6 Students*, Thaksin University, 2012. Accessed on January 21<sup>st</sup>, 2020.

Based on those explanation, this research conducted preliminary research at the students of the seventh grades. They seem to be confused and bored in learning English because their grammar mastery were still low, especially in simple present tense. There was no media that can make students more interestto learn. Therefore, it can be assumed that grammar as the basic element of language which has an important part in learning English. This research used jazz chant as the media that can help the teacher to make students interest in learning process. So, this research was entitled *“The Effectiveness of Using Jazz Chant in Students’ Simple Present Tense Mastery at the Second Semester of the Seventh Grade of SMP Islam Plus At-Tholibin Bandar Surabaya in the Academic Year of 2020/2021”*.

#### **B. Identification of the Problem**

Based on the background of the problem, there were identify of the specific problems in this research:

1. The students’ simple present tense mastery were under average.
2. The teacher’s media or method in teaching simple present tense was still less interesting.

#### **C. Limitation of the Problem**

Based on the background and identification of the probem above, this research focused on the effectiveness of using jazz chant in students’ simple present tense mastery especially in nominal sentence, verbal

sentence, and time signal expression at the second semester of the seventh grade of SMP Islam Plus At-Tholibin Bandar Surabaya in the academic year of 2020/2021.

#### **D. Formulation of the Problem**

Based on the background, identification, and limitation of the problem mentioned above, the formulation of the problem as follows:

Is there any significant effectiveness of using jazz chant in students' simple present tense mastery at the second semester of the seventh grade of SMP Islam Plus At-Tholibin Bandar Surabaya in the academic year of 2020/2021?

#### **E. Objective of the Research**

The objective of conducting this research is to know whether it is effective or not of using jazz chant in students' simple present tense mastery at the second semester of the seventh grade of SMP Islam Plus At-Tholibin Bandar Surabaya in the academic year of 2020/2021.

#### **F. Use of the Research**

The researcher expected that there were some uses of the research as follows:

##### **1. Theoretically**

This research expected to support the previous theories about the effectiveness of using jazz chant in students' simple present tense mastery and to increase the knowledge of the researcher in practising the theories.



## **2. Practically**

### **a. For the students**

The result of using jazz chant in learning gave benefit for the students such as they can understand about grammar, especially in simple present tense.

### **b. For the teacher**

The result of this research gave benefit for the English teacher. The teacher can use jazz chant in teaching grammar.

### **c. For the other researcher**

This research can be as an inspiration for the other researcher to expand this media.

## **G. Scope of the Research**

Based on the title, the scope of the problem can be described as follows :

### **1. Subject of the research**

The subject of the research was the students of SMP Islam Plus At-Tholibin Bandar Surabaya in the academic year of 2020/2021.

### **2. Object of the research**

The object of the research was jazz chant in students' simple present tense.

### **3. Time of the research**

This research was conducted at the second semester in the academic year of 2020/2021.

#### 4. Place of the research

The research was conducted at SMP Islam Plus At-Tholibin Bandar Surabaya in the academic year of 2020/2021.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Frame of Theories

##### 1. Concept of Teaching English as a Foreign Language

English considers as an important language to be learned. It is one of subjects that should be learned by students at school. Even, they have learned English since the elementary school until the university does not mean they are easy to use it in their daily life. Setiyadi defined that English tends to be very difficult because the Indonesia language has no tenses that are similar to the tenses of English.<sup>12</sup> Meanwhile, Czech and Comenius explained that teaching English as a foreign language used imitation, repetition, and plenty of practice both reading and speaking.<sup>13</sup>

In addition, Broughton stated that in the rest of the world, English is a foreign language, that is taught in school often widely, but it does not play an essential role in national or social life.<sup>14</sup> In this situation, although English is a subject that taught in school, but in reality English does not enough exist, whereas English is not only as a foreign language but also as a second language, especially to the students. Therefore, they thought that English is one of difficult subject, because English is not their daily language.

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<sup>12</sup>Bambang Setiyadi, *Teaching English as a Foregin Language* (Yogyakarta: Graha Ilmu, 2006), p. 20.

<sup>13</sup>*Ibid*, p. 2.

<sup>14</sup>Geoffrey Broughton, et al, *Teaching English as a Foreign Language* (Second Edition), (New York: Routledge, 1980), p. 6.

Language teaching is influenced by ideas on the nature of language (language theories) and learning conditions that make learners acquire the language (learning theories).<sup>15</sup> In learning English as a foreign language, students feel difficult because English has different characteristic from our first language or our mother tongue. So that why, in Indonesia students still feel difficult and have little opportunities to understand or use English even they have been learned for a long time.

Based on the explanation above, it can be concluded that teaching English as a foreign language is a process of guiding the students to learn English. The language they used either as mother tongue or second language and it is used to communicate that is influenced by ideas on the nature of English and learning condition.

## **2. Concept of Grammar**

### **a. Definition of Grammar**

Grammar is a rule of language that can make people easy to speak up. The students need grammar in order to make a good sentence. Grammar is also partly the study of what forms (or structures) are possible in a language. Thornbury stated that grammar is a description of the rules that govern how a language's sentences are formed.<sup>16</sup> In the dictionary *Macmillan English-Chinese*

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<sup>15</sup>Ag. Bambang Setiyadi. *Teaching English As a Foreign Language*. (Yogyakarta:Graha Ilmu, 2006).p.20.

<sup>16</sup>Scott Thornbury, *How to Teach Grammar*, (Edinburgh: Pearson Education Limited, 1999). page 1.

*Dictionary for Advanced Learners*), grammar is defined as “the set of rules that describe the structure of a language and control the way that sentences are formed.” Every language has its own grammar. People who speak the same language are able to communicate just because they intuitively know its grammar system.<sup>17</sup>

There are a lot more factors other than grammar which have to be taken into account in order to improve students’ language. The students’ grammar understanding are because they have good motivation in learning and by using grammar, students will easily use language in communication. Their capability to understand the surrounding context and to use various speaking strategies such as how to use fillers, how to get an attention from the audience, and how to clarify can also be an assistance to develop a better understanding about grammar. Harmer defines that grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language.<sup>18</sup>

In addition, Fred also proposed that a high exposure to oral English can also significantly enhance oral fluency. In spite of it, however, grammar competence does have a role to some extent at determining whether English learners can have a good grip on oral English. In accord with Thornburry, grammar was the fundamental

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<sup>17</sup>Shen Yuru, *Reconsidering English Grammar Teaching for Improving Non-English Majors’ English Writing Ability*, Canadian Center of Science and Education, Vol. 5 No. 11; 2012, doi:10.5539/elt.v5n11p74., p. 74.

<sup>18</sup>Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2003), p.12.



discourse machine generator in every language in general, without good grammar competence, learners will never be certain of what to speak and how to speak which in the end it will result in a very halting speech. While, de Jong also pointed out good grammar ability may lead to higher articulation rate and better fluency.<sup>19</sup>

Based on the explanations, it can be assumed that grammar is the rules of language used as a reference for students to speak well, with grammar a teacher can know the ability of students to speak and it show how students can pronounce words or sentences fluently. So that, it is clear that grammar plays a very important role in language learning, including learning English, because with correct grammar, someone will understand what we are talking about, then it also explains how to arrange the words and it shows how to make the words in a meaningful sentence.

#### **b. Concept of Tense**

In learning English, tense is one of important grammatical categories, because that is structure or form of language that can help people how to use language. If the learners understand how to use tenses correctly, they will know the time of situation that happened immediately and they can use tense to communicate each other easily, because of that the students must master about tense. In persuance of Klein, tenses refered to grammatical expression of the

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<sup>19</sup>Priyanto Agus, *The Correlation Between English Grammar Competence and Speaking Fluency of Eleventh Grade Students in Sman 1 Sidoarjo*, English Education, Language and Art Faculty, Surabaya State University, 2013, Vol 1, No 1.

time of the situation described in the proposition, relative to some other time.<sup>20</sup> Meanwhile, Thomas pointed that tense is the grammatical expression of relative time. Time that is on the left side of now is past, and time on the right side of now is future.<sup>21</sup>

In addition, tense is part of grammar that makes it easy for someone in communication by showing the time. Shaw defined "Tense shows the time of the action or state being expressed by a verb". Then, Matthews assumed, tense is the "inflectional category whose basic role is to indicate the time of an event, etc., in relation to the moment of speaking". Meanwhile, Baker also stated tense is "a grammatical category which involves changing the form of the verb to reflect the location of an event in time. The usual distinction is between past, present, and future".

In line with Azar there are sixteen tenses in English. They are separated into four groups. They are present tense, past tense, future tense and past future tense.<sup>22</sup> Present tense is used to talk about repeated action and general truth. It divided into four types; simple present tense, present continuous tense, present perfect tense, present perfect continuous tense. Past tense is used to describe things that happened in the past or thing that were true in the past. It also

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<sup>20</sup>Syafruddin and Aigen Pausel, *The Correlation Between Present Tense Mastery and the Writing Ability of Descriptive Text*, Jurnal Didascein Bahasa, Vol 4 No 2, 2019, p. 12.

<sup>21</sup>Thomas E. Payne, *Understanding English Grammar* (Cambridge: Cambridge University Press, 2011), p. 279.

<sup>22</sup>Betty S. Azar, *Understanding and Using English Grammar(3rd Ed)*, (New York: Pearson Education, 2002), p. 11.

divided in to four types: simple past tense, past continuous tense, past perfect tense, past perfect continuous tense. Then, future tense, it is used to describe something that will happen in the future. This tense also divided into four types: simple future tense, future continuous tense, future perfect tense, and future perfect continuous tense.

In short, it can be assumed that the word 'tense' is the grammatical expression of relative time that indicated whenever we use a finite verb that should be pointed out that time in relation to action is a concept that exists in the mind of speakers, readers, or listeners. Tenses are forms of verbs that show the information of the present time, present (perfect present), past (past), future (occurrence) of an event. Therefore, students must learning tenses in order to increase their understanding about grammar, because the use of incorrect grammar can become meaningless and message is unclear.

### **c. Concept of Simple Present Tense**

#### **1) Definition of Simple Present Tense**

Simple present is used to show an event, activities that occur repeatedly, or constitute a habit, simple present is also used to show a fact or something that is a general truth, and simple present is also used to show something that will happen in the future, if we discuss a schedule or program. In general, simple

present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.<sup>23</sup> Pursuant to Hewings, people use present simple to describe things that are always true, or situation that exist now and, as far the people know, will go on indefinitely. The people use the simple present tense to talk about habits or things that happen on a regular basis.<sup>24</sup>

Simple present tense indicates an action in the present time which is not finish. Simple present tense says that something is true in the past, is true in the present, and it will be true in the future, it hold by Azar. It expressed the general statements of facts and timeless truths. Simple present tense is used to express habitual or everyday activities.<sup>25</sup> Krohn stated that Simple present tense is tense denoting an action happening in this time.<sup>26</sup>

In short, it can be concluded that simple present tense is the tense that may be used to express an activities that is habitual and fact which are formed with base of verbs, except for the third singular subject by adding -s or -es.

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<sup>23</sup>*Ibid.*, Betty Azar. p. 2.

<sup>24</sup>Pausel, Op.Cit., p. 13.

<sup>25</sup>*Ibid.*, p. 13.

<sup>26</sup>Dede Irawan, *An Analysis on Student's Error of Passive Voice in The Simple Present*, Gema Wiralodra, Vol 10, No 2, 2019, p. 202.

## 2) Function of Simple Present Tense

According to Lingga, simple present tense performs the following function as following:

- a) To express in the present
- b) To express factual action
- c) To express habitual action
- d) To express for a planned future action
- e) To express actual action

Meanwhile, Thomson used of the simple present tense:

- a) It is used chiefly with the verb say, when we are asking about or quoting from book, notices or very recently received letters: What does that notice say? – It says, ‘no parking.
- b) It can be used in newspaper headlines
- c) It can use for dramatic narrative. This is particularly useful when describing the acting of a play, opera, etc.
- d) It can be used for a planned future action or series of actions, particularly when they refer to a journey.
- e) It must be used instead of the present continuous with verbs which cannot be used in the continuous form. E.g. love, see, believe, etc.
- f) It is used in conditional sentence



g) It is used in time clauses.<sup>27</sup>

The habitual activity of the present time is often characterized by such an expression of time as follows:

**Table 2.1**  
**Time Signal of Present Time**

All the time Always Every day Every month Every year Every week Every hour	Every class Every holiday Every semester As a rule Never Often Rarely	Most of the time Sometimes Usually Generally Seldom Habitually Occasionally
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There are only two basic forms for the simple present tense; one is ending by -s and other does not. Here are the rules, using the example verb "say":

**Table 2.2**  
**The Rule of Using Verb by Adding -S in Present Time**

Subject	Verb Form	Example
I	Simple form	<i>I say</i>
You	Simple form	<i>You say</i>
They	Simple form	<i>They say</i>
We	Simple form	<i>We say</i>
She	Simple form + S	<i>She says</i>
He	Simple form + S	<i>He says</i>
It	Simple form + S	<i>It says</i>

In other words, only Third Person Singular subjects (he, she and it) should have a verb with -S. In most verbs the third-person singular is created simply by adding -S. However, with some

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<sup>27</sup>Muhamad Dini Handoko, *Board Game: Teaching English in Simple Present Tense*, Dewantara Vol. 4., 2018, p. 205.

verbs, you need to add -ES or change the ending a little. Here are the rules:

**Table 2.3**  
**The Rule of Using Verb by Adding -ES in Present Time**

Verb ending in	How to make 3rd person singular	Example
S	Add -es	<i>She passes</i>
Z	Add -es	<i>It buzzes</i>
Sh	Add -es	<i>He pushes</i>
Ch	Add -es	<i>She catches</i>
X	Add -es	<i>He fixes</i>
O	Add -es	<i>She goes</i>
Consonant+y	Change Y to I, then add -es	<i>It tries</i>
[anything else]	Add -s	<i>He plays</i>

The characteristics:

- a) The predicate sentence always uses Verb1 for plural nouns and Verb1 + S / ES for singular nouns
- b) Interrogative sentences add Do / Does or Is / in front of the subject, if negative sentences add Do / Does + not or Is / Are + not in front of the subject or after the subject.

From explanation above, it can be concluded that there are two kinds of sentence in simple present tense such as nominal sentence and verbal sentence as follows:

a) Verbal Sentence

Positive (subject + verb 1 (-s/ -es) + Object).

Azar and Hagen stated that if the subject in the form of a singular noun *she, he, It* (3rd person singular) has a final-s or -es for the verbs. Meanwhile, if the subject is plural form

of nouns *we, you, they, I, Toni and Tina*, etc, you do not need to add the suffix -s or -es. *For example, He/She/Jean plays badminton every morning.*

Negative (subject + do/does + not + V1 + Object). According to Azar and Hagen for third person singular (*he, she, it*) used auxiliary “does not” , while for a subject in the form of plural nouns (the first person, second person, or third person plural) used auxiliary “do not”. *For example, He does not teach math very well.*

Interrogative (do/does + Subject + Verb1 + Object?). According to Azar and Hagen for the interrogative sentence (Yes No Questions) also used the auxiliary *does* or *do* fit the subject of the sentence. *Do* is used when the subject is the first person, second person, or third person plural. *Does* is used when the subject is the third person singular. *For example, Does Charles like milk?*<sup>28</sup>

#### b) Nominal Sentence

Positive Form (subject + to be ( am is are) + noun/adjective/adverb). Based on the formula above to make an affirmative statement with be, after subject put the appropriate be (am, is, are) to the subject the followed by noun/adjective/adverb. *For example, He is teacher.*

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<sup>28</sup>Fadilla Taslim, “*Improving the Students’ Mastery on Simple Present Tense through Climbing Grammar Mountain Game*”, (Al-Ta Lim Journal, 23(2), 2016), p.148.

Negative Form (subject + to be (am is are) +Not+Noun/adjective/adverb). The pattern of negative statement with be, add not after the subject and be, after that followed by noun/adjective/adverb. *For example, She is not teacher.*

Interrogative Form (to be (am is are) + Subject + Noun/ adjective/ adverb ?). The pattern of interrogative statement with be, put be in the beginning of the statement or before the subject then following by subject and noun/ adjective/ adverb. *For example, Is he teacher?*<sup>29</sup>

From this explanation, the author concluded that the Simple Present Tense is a form of sentence to express habits and habitual actions.

### **3. Concept of Teaching Grammar**

As we know that grammar is difficult aspect in learning English. The teacher has to use appropriate media or technique to teach grammar in order to make the students do not feel bored in teaching and learning process.

Server defined that teaching grammar plays a vital role in creating language awareness of students. While, according to Alyilmaz, if grammar has been taught from the primary school to the college, students have difficulty in using the language and therefore they do not

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<sup>29</sup>*Ibid.* Fadilla Taslim. p. 149.

use the language effectively and efficiently.<sup>30</sup> It means, the students have to learn structure to master their language and the teacher has to give treatment to students in order to increase and maintain their grammar mastery. Teaching grammar is important to do by the teachers, because the students get opportunity to learn grammar in order to master grammar well and apply it outside classroom. The teacher also should give opportunity to the students to explore about their opinion, feeling, and idea.

Grammar, which is one of important aspects of learning, must controlled by students because without understanding and mastery of that aspect, they can not use the target language learned both in writing and orally communication. According to Rivers in Puspitaloka's journal, grammar as the rules of a language set out in a terminology which is hard to remember, with many exception appended to each rule. While, Harmer who stated that grammatical knowledge is very important for learners who want to have communicative competence with good understanding on grammatical concepts; learners can avoid the use of incorrect students.<sup>31</sup>

From those explanations, it is clear that grammar should be admitted, because good mastery in grammar will enable students easily to express feelings, ideas, and information in their thought to others. So

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<sup>30</sup>Adil Kayan, İbrahim Seçkin Aydın, *The Effect of Computer-Assisted Educational Games on Teaching Grammar* (World Journal of Education: Sciedu Press, Vol. 10, No. 1; 2020), p. 118.

<sup>31</sup>Nina Puspitaloka, *The Effects of Grammar Mastery and Critical Thinking on Student's Descriptive Writing Skill (ELT in Focus, Vol. 2(1) June 2019)* p. 20.



that why, if students do not master the grammar because the purpose of communication can not be reached.

#### 4. Students' Simple Present Tense Mastery

Nowadays, the students' understanding of grammar are lacking, if they could mastering grammar, it help them to organize well their sentences both in oral or in written form. Generally, grammar is a system of sounds, words, sentence and meaning of a language.<sup>32</sup> It means, the students' understanding in grammar are important, because grammar can help you to understand the words that you are now reading as well speaking and writing the words and sentences of your own.

Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to "master" a concept, skill, or subject, everyone has a different definition.<sup>33</sup> It means that human is having mastery to have knowledge and they can transfer each other. In mastering grammar, the students have to know about tense, it is part of grammar and one kind of tenses was simple present tense. As we know that, simple present tense is a form of verb to state facts, habits, or current events.<sup>34</sup> Therefore, to

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<sup>32</sup>Saksit Saengboon, *English Grammar and Thai University Students: An Insurmountable Linguistic Battle?* (Canadian Center of Science and Education: English Language Teaching; Vol. 10, No. 11; 2017) p. 24.

<sup>33</sup>Thomas R. Guskey and Eric M. Anderman, "In Search of a Useful Definition of Mastery", Vol. 71 No. 4 (2013), p. 18–23,.

<sup>34</sup>Budanis Dwi Meilani and Muhamad Nasir, *Penentuan Pola Kalimat Bahasa Inggris Pada Simple Present Tense Menggunakan Metode Bottom Up Parsing* (Surabaya:Integer Journal, Vol 1, No 1, Maret 2016) p.10

master it, the students have to know the positive, negative, and interrogative sentences for both nominal and verbal form with the appropriate time signal of simple present tense.

Based on the explanation, students' simple present tense mastery is the students' ability to use or understand about simple present tense with the proper use of time signal, so that the students can use language well both in oral and written form and they also can transfer their knowledge about grammar each other.

## **5. Concept of Jazz Chant**

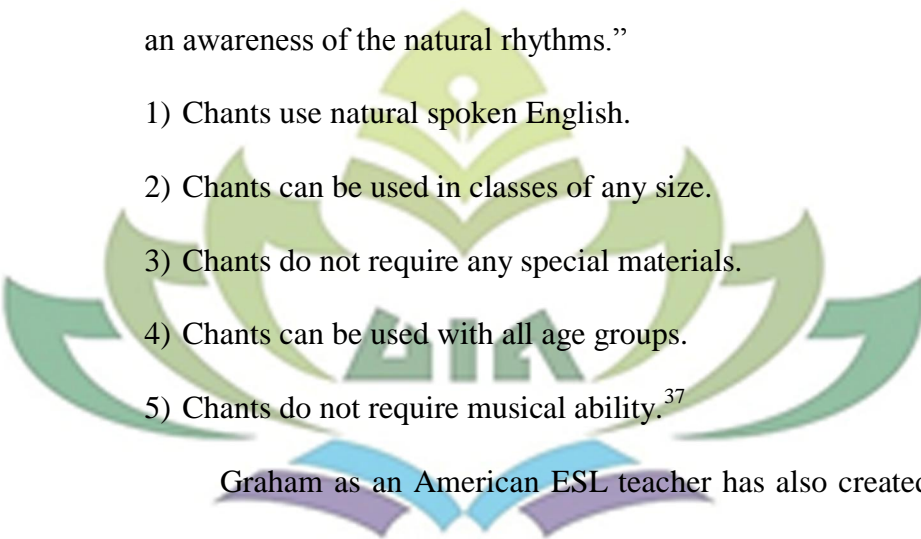
### **a. Definition of Jazz Chant**

In accordance with Tang in Lisa's journal, jazz chants are upbeat chants and poems that use jazz rhythms to illustrate the natural stress and intonation pattern of conversational of American English.<sup>35</sup> Jazz chanting is a rhythmic presentation of natural language, linking the rhythms of spoken American English to the rhythms of traditional American jazz. A jazz chant is a fragment of authentic language presented with special attention to its natural rhythm. It is important to remember that jazz chanting is not like rapping, nursery rhymes, or songs, which distort the spoken language for poetic effect.

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<sup>35</sup>Tang in Lisa Rakhmanina's Journal, *Learning English Grammar through Jazz Chants Viewed from Students' Attitude in SD IT Hidayatullah, Kota Bengkulu*, Vol. 4 No.1 Tahun 2018. p. 4.

The rhythm, stress, and intonation pattern of the chant should be an model of what the student would hear from a native speaker in natural conversation. A jazz chant can be constructed by anyone and is taught by emphasizing natural stress and intonation.<sup>36</sup> Rhymes and rhythms have always been a part of children's play and are part of the natural way children develop their first language. Graham: "A jazz chant is really just spoken American English with an awareness of the natural rhythms."

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- 1) Chants use natural spoken English.
  - 2) Chants can be used in classes of any size.
  - 3) Chants do not require any special materials.
  - 4) Chants can be used with all age groups.
  - 5) Chants do not require musical ability.<sup>37</sup>

Graham as an American ESL teacher has also created many rhymes with rhythms especially designed for English teaching. Graham calls these "jazz chants". Jazz chants can be used in a primary classroom for a variety of reasons:

- 1) To teach the natural rhythm, stress and intonation of conversational English.
- 2) To recall a grammatical point, i.e., present simple, past simple, present continuous, pronouns, questions, etc.

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<sup>36</sup>Graham Carolyn, *Teaching Jazz Chants to Young Learners*, Washington, D.C., OXFORD Jazz Chants, Oxford University Press, 2006, p. 7.

<sup>37</sup>Thompson Shirley, *Jazz Chants*, Oxford University Press.

- 3) To teach language functions, i.e., asking for Information, giving explanations, etc.
- 4) To develop students' listening and speaking skills.
- 5) To create an interesting, relaxing atmosphere that helps students in acquiring the new language.<sup>38</sup>

There are many types of jazz chants. They can be divided into two main groups; topic jazz chants and grammar/structure jazz chants. Topic jazz chants connected to some specific themes, such as family, nature, seasons, animals, food, transports, etc. Whereas the role of grammar/structure jazz chants is about some English grammar or structures such as; different verbs, prepositions, tenses, imperatives, to be going to, and etc. In this research, the researcher will use grammar jazz chants because it is appropriate for the students and can increase their grammar knowledge. Teaching using jazz chants do not need any talent or know how to play an instrument. Jazz chants are designed to be easy and simple, so teacher and young learners can use it without difficulties. Jazz chants can be used in a large classroom and small classroom. Teacher can divide their students in groups, so there is an interaction between students and role-playing opportunities.<sup>39</sup>

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<sup>38</sup>Antar Solhy Abdellah ,*Songs, Chants and Rhymes in English Language Teaching*, 2001, p. 61.

<sup>39</sup>Muhammad Jona Lumintu, *The Use of Jazz Chantsto Improve Young Learners' Masteryof Body Parts Vocabulary*, (Semarang : UNS, 2015),p. 14.

Sample of Jazz Chant Song:

**Are You a Student?**

Are you a student?

Yes, I am.

Can you understand me?

Yes, I can.

Do you speak English?

Yes, I do, but not very well.

Is he a student?

Yes, He is.

Does she speak Spanish?

Yes, She does.

Do they speak English?

Yes, They do, but not very well.

**b. Procedure of Using Jazz Chant in Teaching Grammar**

According to Bridges and Wright in Lisa's journal, there is the procedure in using jazz chants in teaching grammar in the classroom.<sup>40</sup>

Step 1: Check the grammar focus on each jazz chant and choose one you want to teach based on the material on the curriculum

Step 2: Let the students listen to the jazz chants, give the script and practice it together

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<sup>40</sup>Bridges and Wright in Lisa Rakhmanina's Journal, *Learning English Grammar through Jazz Chants Viewed from Students' Attitude in SD IT Hidayatullah, Kota Bengkulu*, Vol. 4 No.1 Tahun 2018. p. 7.

Step 3: Ask the students to discuss the situational context of the jazz chant, underline the grammatical words in the song so that the students can easily notice them, then give some explanations and meaningful questions about the jazz chants.

Step 4: Give the formula of the grammar point and additional explanation about it.

Step 5: Let them practice and memorize the jazz chants in a well stress and rhythm.

Step 6: The teacher can divide the class in some groups and have each group do the different section.

Step 7: Keep the pace of the class quick and lively and try to always make sure students join in the practice.

#### **c. Procedure of Using Jazz Chant in Simple Present Tense**

Based on the Bridges and Wright procedures above, the researcher constructs the procedures of using jazz chant in simple present tense. The procedures are as follows:

##### **Pre-Activities:**

- 1) The teacher greets the students
- 2) The teacher checks the attendance list
- 3) The teacher asks questions to arise the initial knowledge of students with the material that will be learnt



- 4) The teacher checks the grammar focus for each jazz chant and choose one you want to teach based on the material on the curriculum

**While-Activities:**

- 1) The teacher played the jazz chant song and the students were given scripts from the lyrics of the jazz chant song and asked the students to listen it, after that asked them to sing a jazz chant together
- 2) The teacher asked the students to discuss the situational context of the jazz chant, underline the grammatical words in the song so that the students can easily notice them, then give some explanations and meaningful questions about the jazz chants.
- 3) The teacher gave the formula of the grammar point and additional explanation about it.
- 4) The teacher asked them to practice and memorize the jazz chants in a well stress and rhythm.
- 5) The teacher divided the class in some groups and have each group do the different section (let each group to identify the structures in jazz chant lyrics and asked the students to make a sentences based on the jazz chant lyrics in the scripts).
- 6) The teacher kept the pace of the class quick and lively and tried to always make sure students join in the practice.

**Post-Activities:**

- 1) The teacher gave feedback and corrections on what students have done.
- 2) The teacher gave motivation to the students and concluded all of discussion.
- 3) The teacher closed the class.

**d. Advantages and Disadvantages of Using Jazz Chants****1) Advantages of Using Jazz Chants**

There are some advantages of using Jazz Chant in the classroom:

- a) Jazz chants stimulate and appeal to multiple senses of learning, offers students an enjoyable way to learn English.
- b) The rhythmic presentation of the natural language makes the chants stick in one mind. Make the students easily to memorize the point of grammar.
- c) Jazz chants are meaningful and communicative. Chanting resembles pattern drills in some ways because it is based on the combination of repetition and learner response. It avoids the pitfall of mechanical drills because it is meaning-based.
- d) Jazz chants are interactive, the repetition in jazz chants always involve the students to give the response to other students or the instructor.

- e) Jazz chants can be used to teach sound and intonation, stress, vocabulary and American culture.
- f) Jazz chants can be used to with students of proficiency levels. It means that jazz chants can be used in all levels such as beginners, intermediate, and advanced. Richard Amato as cited in Tang and Loyet, points out that although jazz chants are generally oriented to beginners, intermediate and advanced students are exposed to idiomatic expression through this means.
- g) They entertain and relax the learners while they are learning or practicing a structure, and they often eliminate the students' negative attitude towards learning
- h) Through providing authenticity and situational context, jazz chants make the grammar points more understandable and easier.<sup>41</sup>

From those advantages, using the rhythm found in jazz songs to be fun and the ideal way to entertain students while teaching some English expressions. It applied which the teacher can show some rhythmic patterns to be used when singing simple statements and questions. Therefore, if the teacher use jazz chant in teaching English, the students do not feel bored, because Jazz chants are simple, they correspond to natural language, no special skills are

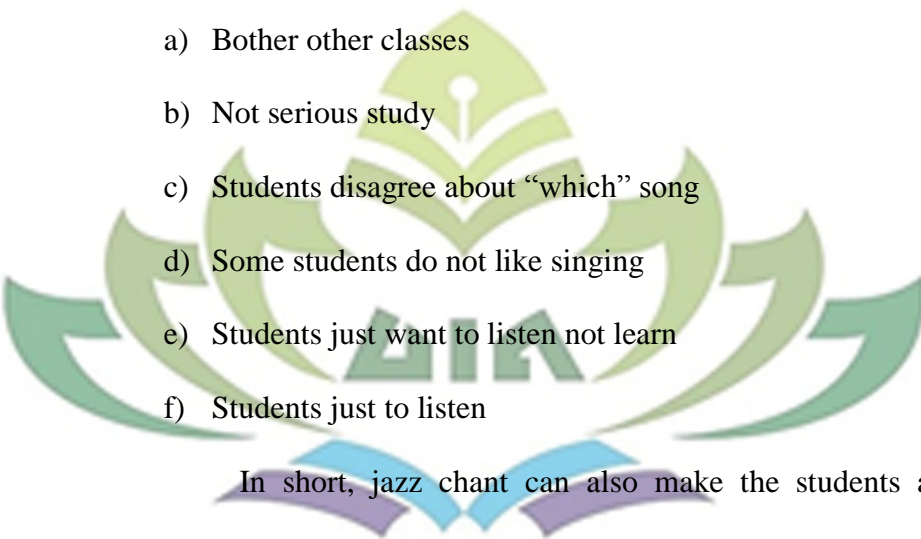
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<sup>41</sup>*Ibid.*, Rakhmania. p. 6.

required in composing this short chant. All we need is we practice it and sing it so that these short songs are easy to remember the structure of the lyrics. It means, the students are easy to remember the materials if they have interest in learning process.

## 2) **Disadvantages of Using Jazz Chant**

Graham in Lasmi's journal stated that Jazz Chant has disadvantages as follows:<sup>42</sup>

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- a) Bother other classes
  - b) Not serious study
  - c) Students disagree about "which" song
  - d) Some students do not like singing
  - e) Students just want to listen not learn
  - f) Students just to listen

In short, jazz chant can also make the students are not serious in learning, because they are just focus to sing. Therefore, they do not understand the materials. In addition, jazz chant also has a problem in time, all these activities require time. Role play chants and simulations involve a lot of conversations and discussions.

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<sup>42</sup>Irna Lasmi. *The Effect of Jazz Chants Model on Vocabulary Mastery of The Fifth Grade Students at SDN 7 Pahandut Palangka Raya*. Undergraduate thesis, IAIN Palangka Raya.2014. p. 35.

## 6. Concept of Textbook

### a. Definition of Textbook

Textbook is one of important teaching materials and are widely used in the classrooms, it is a book that used as a standard source of information for the formal study of a subject and an instrument for teaching and learning. Hutchinson and Torres stated that the textbook is an almost universal element of (English language) teaching.<sup>43</sup> While, Kodom and Pearl suggested that, textbook must be chosen carefully to suit students' abilities, thereby those textbooks can motivate them to succeed academically.<sup>44</sup> It means that textbook is tool or media for teaching and learning that are commonly used in university or school and for the students who have high motivation in learning, it will increase their interest in reading the books.

In addition, Sorohiti defined textbook or course books, are most widely used materials in the teaching and learning process.<sup>45</sup> It means, textbook is used by all teachers in around the world as a tool that can help teachers and students in providing learning materials and providing teaching instructions so as to facilitate the learning process in the classroom.

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<sup>43</sup>Biljana and Jagoda. *Textbooks in the EFL Classroom: Defining, Assessing and Analyzing*, Collection of Papers of The Faculty of Philosophy XLVI (3)/2016, p. 138.

<sup>44</sup>Rita Karmila Sari, "The Assessment of The Readability of English Junior High School Textbooks by Implementing Cloze Procedure", Vol. 02 (2020), p. 101–105,.

<sup>45</sup>Ni'mal Fuyudloturromaniyyah. *A Textbook Analysis : an in-Depth Analysis of Activities in Scientific Approach's Perspective in an Efl Textbook for Seventh Grade*. Journal of English and Education. Vol. 3 (2015). p. 52.

Based on those theories above, it can be concluded that textbooks are learning resources that commonly used in schools and are used by teachers and students in the teaching and learning process. Textbooks and all their roles can help make it easier for teachers to prepare subject matter and can help students learn independently using a textbook.

#### **b. Procedure of Using Textbook**

Richards and Ingall stated that there are at least two steps in using textbook. *First*, is to understand the textbooks before beginning class critically and recognizing their advantages and disadvantages of textbooks. As the teacher, you need to understand the textbook from its contents, its structure, and the reasons for its use whether the textbook gives advantages or not. *Second* is to evaluate the nature of instructional task in textbooks, instructional materials and adapting the textbooks by identifying the current format that can be used to teach or to practice different teaching item.<sup>46</sup>

Based on those procedures, in developing grammar mastery, especially in simple present tense by the use of textbook, the teacher can do the following actions:

##### **Pre-Activities:**

- 1) The teacher greets the students
- 2) The teacher checked the attendance list

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<sup>46</sup>Siti Nurhayati Diniyah, *Teachers' Perceptions Towards the Use of English Textbook in Efl Classrooms*, Journal of English and Education 2013, 1(2),2013. p. 74.



- 3) Teacher needed to understand the textbook from its contents, its structure, and the reasons for its use whether the textbook gives advantages or not.
- 4) The teacher asked questions to arise the initial knowledge of students with the material that will be learnt

**While-Activities:**

- 1) The teacher introduces the concept of textbook media together with the benefits students get.
- 2) The teacher explained more about the material from the textbook, there is simple present tense, what is the formula of simple present tense and how to arrange the sentences of simple present tense and give an example of simple present tense.
- 3) The teacher asked the students' understanding about the material
- 4) The teacher gave assignment to the students, after that the teacher gives correction for their assignment.

**Post-Activities:**

- 1) The teacher concluded all of discussion
- 2) The teacher gave motivation to the students
- 3) The teacher closed the class

### c. Advantages and Disadvantages of Textbook

#### 1) Advantages of textbook

Richards presents some principles for advantages of using textbooks<sup>47</sup>

- a) They provide some programs based on structure and syllabus;
- b) They help systematize instruction;
- c) They preserve quality;
- d) They supply various learning resources;
- e) They can provide actual language models and input.
- f) Teachers can be trained;
- g) They are visually attractive

#### 2) Disadvantages of textbook

There were two main difficulties in using textbook by teachers:<sup>48</sup>

- a) The level of difficulty of the materials. The language level of material was slightly higher for students. However, Kitao asserts that materials for teaching and learning process should be slightly higher in their level of difficulty than the students' current level of English proficiency, and it could allow students to learn new grammatical structures and vocabularies. By using slightly high languages, it could make students learn more vocabularies.

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<sup>47</sup>Azam Ahmadi and Ali Derakhshan, *EFL Teachers' Perceptions towards Textbook Evaluation*, Theory and Practice in Language Studies, Vol. 6 No.2 (2016). p. 261.

<sup>48</sup>Siti Nurhayati Diniah, "Teachers' Perceptions Towards the Use of English Textbook in EFL Classrooms", Vol. 1 No. June (2013), p. 78.

- b) Limited aids for teaching. According to Sprattet, teaching aids are the resources and equipments available in the classroom; they include cassette recorder, CD player and etc. Aids for teaching might help teachers and students to understand the lesson in the classroom.

## **B. Frame of Thinking**

Based on theories above, it can be concluded that jazz chant is appropriate media to teach grammar. It is a media to develop and help the students to build correct sentences. This media can make the students work hard in learning and it helped the students to memorize the pattern of simple present tense each other. With the lyrics of jazz chant can make the students easily to remember the form of simple present time, it means they were easy to make a right sentence. Teaching grammar through jazz chant made the students more interesting in learning grammar.

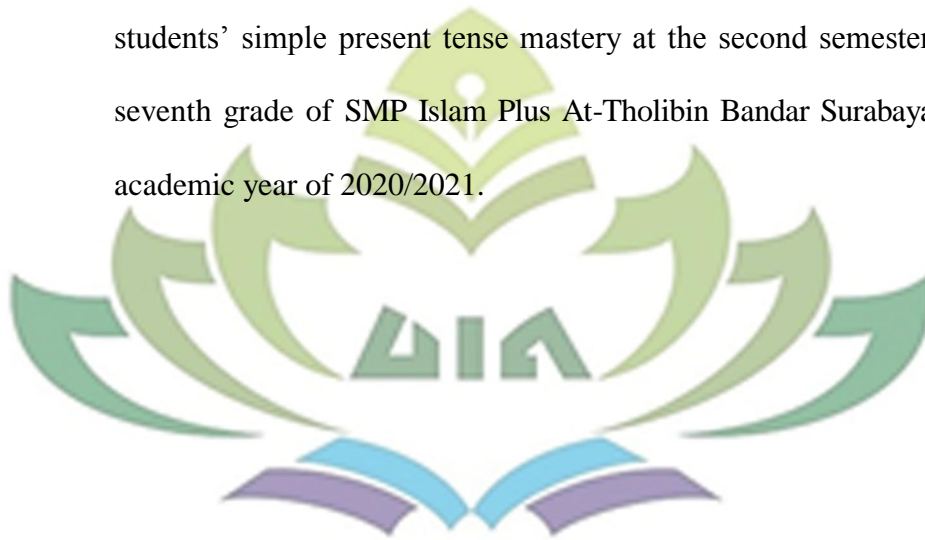
In short, this research suggested that jazz chant is one of media in teaching grammar that can give a good impact to the students. This media helped students in learning grammar, especially in learning simple present tense. They were easy to understand the material, so it made them understand in use their language without felt afraid if they make a mistake in grammar or others.

### C. Hypothesis

Based on the literature review above, the hypothesis are as follows:

H<sub>a</sub>: There was a significant effectiveness of using jazz chant in students' simple present tense mastery at the first semester of the seventh grade of SMP Islam Plus At-Tholibin Bandar Surabaya in the academic year of 2020/2021.

H<sub>0</sub>: There was no a significant effectiveness of using jazz chant in students' simple present tense mastery at the second semester of the seventh grade of SMP Islam Plus At-Tholibin Bandar Surabaya in the academic year of 2020/2021.



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